



ANNUAL
REPORT
2018-19

LEKHA



STORY OF LEKHA

Dream a Dream has been supporting students like me to follow their passion. They have helped us develop the skills we need in our lives while also showing us our strengths and talents.

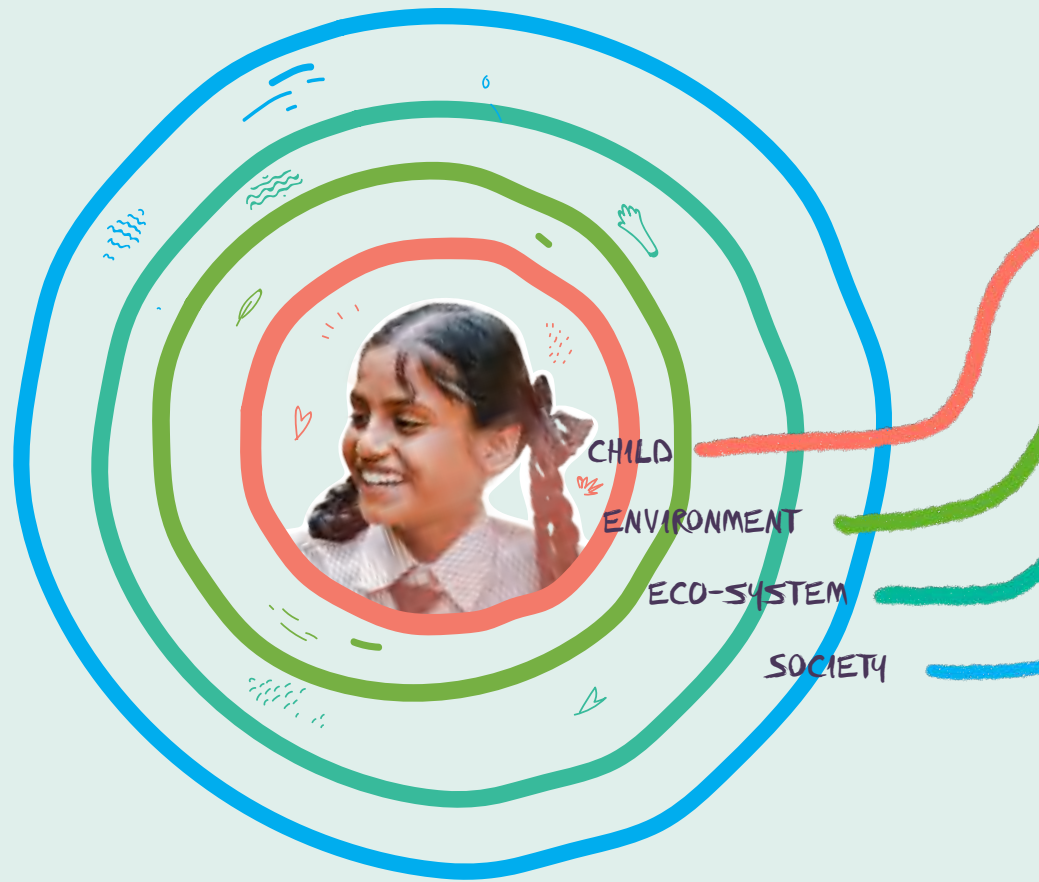
Dream a Dream helped me by building Life Skills through football. In the process, football became my passion and now that I have graduated from the After School Life Skills Programme, I am working towards playing football at a higher level. I was also given the opportunity to reflect and speak out about the problems faced by young people in our country at Dream a Dream's annual conference, Change the Script. It was very encouraging to be able to speak about the problems faced by young people like me to adults who were listening.

Spending time with my facilitators and mentors has inspired me and I'm excited to showcase the work we have done in the last year.

V.G. Lekha

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Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

Currently, we work with 10,000 young people a year through our two innovation labs – After School Life Skills Programme and Career Connect Programme, have trained over 7700 teachers/educators from 206 partners impacting over 192,500 children and have impacted over 1 million children through strategic partnerships with state governments in Delhi and Jharkhand. We work on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.

OUR APPROACH

At the centre of Dream a Dream's approach is the child. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their closest influencers. A caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the ecosystem. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the society that the young person will inhabit.

Society

We create framework changes in society by influencing policy, changing education paradigms, and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE



Vishal Talreja

Co-founder



FOREWARD

There comes a time in every leader and organization's journey when we are invited to seek new frontiers and embrace change to continue to stay relevant to our vision and in our case, our cause. That time has come now for Dream a Dream. After 16 years of proudly helming the affairs of Dream a Dream, I am delighted that Suchetha Bhat will be taking over as CEO of Dream a Dream starting 2nd April 2018.

Suchetha joined Dream a Dream as a volunteer in 2007 and in 2010 chose to move into the social sector with Dream a Dream full-time. Having studied engineering and worked in the IT sector for over 9 years, Suchetha's potential was truly unlocked at Dream a Dream. Joining a small team meant the organization needed her support in multiple areas and Suchetha jumped right into the deep end. Over the years, she developed a deep understanding of our programmes, reviewed and designed curricula and also become a Lead Trainer of Dream a Dream's life skills approach. Her depth of understanding of a young person's transformative journey today is unparalleled.

Suchetha has driven the scale and strategic direction of Dream a Dream as COO and also as part of the leadership team since 2012. She has helped scale the team from 23 to over 85 full-time staff; scale the impact from 10,000 young people a year to over 100,000 young people and placed Dream a Dream firmly as a thought leader and pioneer in the space of life skills in the country.

In this next phase, I will continue to be a part of Dream a Dream in a newly expanded role as a champion for young people in the country and supporting the advocacy and strategic partnership efforts for Dream a Dream. As we embark on this next journey with the bold vision to change the paradigm of education in our country, I feel proud and look forward to being a part of Suchetha's team and help achieve this vision.

Your support has helped us nurture the next leadership within Dream a Dream and we count on your continued and committed support to unlock more potential within Dream a Dream to achieve our ambitious vision for young people.



Suchetha Bhat

CEO

A handwritten signature of Suchetha Bhat in black ink, written in a cursive style.

It has been an honour to take over the reins of Dream a Dream at a time when we are at the cusp of unprecedented growth due to our relentless pursuit of the last 20 years. When the organisation was started in 1999, life skills was a relatively unknown concept, especially in the Indian context. But today there is a growing understanding of the power of life skills that is also sometimes referred to as social and emotional learning (SEL). However, what continues to be a blind spot is the fact that life skills, when applied as a foundation for learning, can help young people overcome adversity and thrive in a fast-changing world. The context of adversity and the fast pace of change in India is often overlooked.

Life skills should not only serve as a supplementary intervention but as a foundational intervention. Over the years, through our research, we have been finding increasing evidence that life skills help young people overcome adversity and thrive. We have been building great momentum with each edition of our annual conference - Change the Script. Last year, Change the Script sparked conversations and collaborations that resulted in our partnership with the Happiness Curriculum as a key anchor in the programme. This year, Change the Script took the conversations further and expanded the Thrive Collaborative to more key influencers and practitioners in the space of education. We have even established 2 more partnerships with state governments to anchor curriculum building programmes around life skills education.

In 2018-19, we had two huge firsts in the history of Dream a Dream. Firstly, we secured three 1 million USD grants from Omidyar Network, Echidna Giving, and the Michael and Susan Dell Foundation. This not only adds to the credibility and belief in our work but also secures our trajectory and growth for the next three years. Secondly, our success with the Happiness Curriculum in New Delhi has resulted in several new government partnerships. We are moving strategically from an organisation with a deep focus on direct delivery to an organisation focusing on ecosystem change. Our learnings over the last 19 years have given us the confidence to target large scale impact.

Join us in celebrating young people like Lekhashree who are showing us the way and helping us facilitate change for scores of youth across India. As we move on to the next year, we would like to take a while to acknowledge all of our achievements, milestones, partnerships, and inspiring stories that made 2018-19 a wonderful and remarkable journey. Of course, and this goes without saying, this journey would not have been possible without the support of each and every one of you who joined hands with us to affect the lives of lakhs of young people in India.

Thank you for your relentless belief and continued support.

ORGANISATIONAL HIGHLIGHTS

DREAM A DREAM MADE HISTORY LAST YEAR.

For the first time in its 19 year existence, Dream a Dream secured not one but three 1 million USD grants in just one year.

This is a huge validation of our work and secures our trajectory for the next three years. We would like to thank Echidna Giving, Omidyar Network, and Michael and Susan Dell Foundation for collaborating with Dream a Dream to put a spotlight on the critical need to reimagine the purpose of education in the 21st century and to bring to the forefront the impact of adversity on first-generation learners from vulnerable backgrounds. We believe that this will push the dialogue on the core purpose of education to help children from vulnerable backgrounds overcome adversity and to thrive in the 21st century using a creative life skills approach.



Change the Script 2019

Each year, Dream a Dream hosts Change The Script: a two-day gathering aimed at re-imagining the future of education. It is an invite-only event that brings together policy-makers, non-profit leaders, researchers, academicians, ecosystem builders and young people to reimagine the future. A future that empowers young people to overcome adversity and prepares them for the fast pace of change in the world. Our purpose, as defined by our collaborators over the years: For every child a thriving life. Here are the highlights of CTS 2019 - https://www.youtube.com/watch?v=RnidJdt_Q3o



As a follow-up to Change the Script, we invited a smaller group of influencers to be a part of a collaborative impact network.

This group of 11 individuals met 3 times during the year and discussed the various modalities through which the network could be operationalized. Together we arrived at a shared purpose statement - For Every Child a Thriving Life. Participants included Indus Action's Tarun Cherukuri, Saransh Vaswani of Saajha, The Education Alliance's Amitav Virmani, Udhyam Learning Foundation's Mekin Maheshwari, Pratham's Samyukta Subramaniam and Manisha Date, Chetna Dugal from TISS, CSSL's Vyjayanti Sankar, from Porticus Nita Agarwal and Sukhmani Sethi, and Romana Shaikh as an individual, participated in the 3 part workshop to deepen mutual trust with the goal of developing a shared vision of what young people need to thrive in the 21st century.



hundredED

Dream a Dream's Life Skills Assessment Scale was selected as one among hundred inspiring innovations that are changing the face of education across the world at the HundrED Education Summit in Finland.

This is a recognition of over 8 years of research that we put into establishing a first of its kind, standardised, validated and published scale to measure the impact of life skills on young people from disadvantaged backgrounds. The published paper has been downloaded over 4500 times and is being used across the world. For more information visit <https://hundred.org/en/innovations/dream-life-skills-assessment-scale-dream-a-dream> You can read about the scale here - <http://dreamadream.org/the-urgency/item/362-dlsas>



AGA KHAN FOUNDATION
An agency of the Aga Khan Development Network

Partnership with Aga Khan Foundation

Dream a Dream engaged over 132 participants from Aga Khan Academy, Aga Khan Foundation, and the Global Centre for Pluralism on education initiatives to promote pluralism. The primary objective was to build self-reflection in teachers and relationship building with students to further the foundation's core values of pluralism. We began our partnership conducting life skills sessions with the Aga Khan Foundation staff and conducting outdoor experiential camps for youth.

2854 innovations in education were recently identified by the Brookings Report - 'How Playful Learning Can Help Leapfrog Progress in Education'. Of these, more than two-thirds were identified as playful learning innovations.

Dream a Dream is one of the innovators featured in the report You can read the full report by The Brookings Institution on how play can help leapfrog learning. Read more here - <https://hundred.org/en/articles/didyou-know-that-twohundred-innovators-were-featured-in-the-brookings-report>



The Happiness Curriculum

The Happiness Curriculum In the past year, Dream a Dream has been supporting the Delhi Government in anchoring the Happiness Curriculum, leading the teacher training, building awareness through social media outreach and leading monitoring & evaluation. We have planned and successfully executed internal skill-building around facilitation and content delivery along with planning and delivery of the 'Master Trainers' training in Delhi. "I liked concepts such as Validation and River of Life. Validation helped me to understand the individual I am conversing with better. River of Life helped me to express myself in metaphorical terms. The activity of Probing Question will directly help me in framing my content in the Happiness Curriculum better." - Ram Prakash Verma (Mentor Teacher)

Dream a Dream has been making waves outside India! We have been influencing conversations around life skills and social and emotional learning in the international space.

Over the last year, we have presented our work in 8 different countries at conferences and symposiums around education. In the United States, we presented our work at the Eisenhower Fellowship’s Annual Meeting and Board Meeting, the Brookings Annual Symposium, the International Conference on Thinking (ICOT) hosted by Project Zero, and hosted a workshop at the International Education Funders Group (IEFG). In Russia, we presented and facilitated sessions at the Weaving Academy/Global Change Leaders gathering hosted by Ashoka Europe and presented our work at the World Education Forum. In the United Kingdom, we presented at The Oxford Symposium in Comparative and International Education (OXSCIE). In Turkey, we presented at a conference around Innovative and Empowering Approaches in Education: Creating Space for Emotions in Learning. In Israel, we presented at the Global Education Leaders Partnership (GELP) Conference hosted by Lautman Foundation and Innovation Unit. In France, we presented at the 8th International Working Group (IWG) meeting hosted by OECD. In Austria, participated in the Salzburg Global Seminar Gathering focused on Social Emotional Learning and Life Skills. In the UAE, we presented and Moderated a panel at the Global Education & Skills Forum in Dubai hosted by Varkey Foundation.



Suchetha Bhat, CEO at Dream a Dream gave a keynote address at the Partners for Youth Empowerment’s Global Gathering hosting over 90 participants from over 40 countries.

She shared the partnership journey between both the organisations and how adopting the Creative Empowerment Model from PYE has helped Dream a Dream scale its impact to over one million children in India today. Her keynote was welcomed with a standing ovation on the power of partnerships based on trust, deep commitment and love.



Fresh energy at the end of a long day: Lekha is a crucial part of Dream a Dream's After School Life Skills Programme where football serves as a medium for imbibing crucial life skills through play.

IMPACT AT A GLANCE

46934

YOUNG PEOPLE
WERE A PART OF
DREAM A DREAM'S
LIFE SKILLS
PROGRAMMES

AN AVERAGE OF

94.1%

PARTICIPANTS
SHOWED A POSITIVE
CHANGE IN THEIR
LIFE SKILLS



After School Life Skill Programme

95.9%

of the young people showed a positive change in their average scores.

Increase in young people completing the programme year after year

2017-18: 5240

2018-19: 5658

Increase in average attendance year after year

2017-18: 88.8%

2018-19: 89%

84.6%

of the young people showed an improvement in at least 4 out of 5 life skills.

94.5%

retention rate in the programme

97.6%

of the young people were above norms by the end of the programme.

Career Connect Programme

99.9%

of the young people showed a positive change in their average scores.

Increase in retention of young people annually

2017-18: 92.6%

2018-19: 94.5%

Increase in young people completing skill development programme

2017-18: 1458

2018-19: 1635

93.9%

of the young people showed an improvement in at least 4 out of 5 life skills.

97.6%

of the young people who graduated have made meaningful choices in life.

87%

of the young people were above norms by the end of the programme.

Teacher Development Programme

86.7%

participants showed a positive change in their average scores.

Increase in teacher participation annually

2017-18: 859

2018-19: 1450

Increase in programme reach annually (No. of Districts)

2017-18: 19

2018-19: 20

97.9%

showed an improvement in at least 4 out of 5 life skills.

91.3%

participants were above norms by the end of the programme.

90%

positive feedback from teachers attending the Life Skills Facilitation Workshops.

Since 2014, Dream a Dream has been tracking its impact using the Dream Life Skills Assessment Scale (DLSAS). The scale is the result of a 7-year long study to develop and publish a standardised and reliable impact measurement tool for Dream a Dream's life skills programmes for young people from vulnerable backgrounds. It was developed by Dr. David Pearson and Dr. Fiona Kennedy in collaboration with Vishal Talreja, Co-founder of Dream a Dream. The scale was published in *Social Behaviour and Personality: An International Journal* in March 2014 (Kennedy, F., Pearson, D., Brett Taylor, L. & Talreja, V.). *The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world. Social Behaviour and Personality: An International Journal* 42(2), 197-210



Lekha first joined the After School Life Skills program because the facilitators would provide snacks at the end of each session. She developed a keen interest in football and her facilitators noticed how quickly she was learning new skills. As time went on, her teachers were happy to observe a change in her as she stayed engaged with the program.



Strategic Partnerships

The Strategic Partnerships team focuses on scaling the life skills approach, the core of what we have learnt in Dream a Dream for the past 19 years. This endeavour creates great opportunities to contribute to the work of State Governments in implementing non-cognitive curriculum like the Happiness Curriculum work with Delhi and Andhra Pradesh Governments. We look at direct impact by creating avenues for our Teacher Development Programme to train teachers across various states and contexts. There is also a strong focus to integrate this learning into programme design of various NGOs to reimagine their work with their stakeholders.

DELHI

In the past year, Dream a Dream has been supporting the Delhi Government in anchoring the Happiness Curriculum, leading the teacher training, building awareness through social media outreach and conducting monitoring and evaluation. We have planned and successfully executed internal skill-building around facilitation and content delivery along with planning and delivery of the 'Master Trainers' training in Delhi. We are finalizing the new Happiness curriculum for the next academic session, starting in July 2019. We will also be working with DoE (Directorate of Education) in organizing the "Happiness Pakhwada" in all DoE Schools to celebrate the first anniversary of Happiness Curriculum.

JHARKHAND

Dream a Dream has entered in an agreement with Jharkhand government where we are integrating the life skills approach in the state teacher training programme. Our core Teacher Development Programme is being delivered in rural Jharkhand, in the district of Ramgarh, where we will start working with the teachers through the year. Dream a Dream will be supporting the Jharkhand government in training a cadre of master facilitators who will impart training to the teachers on a continuous basis. We are exploring digital content creation around life skills and child adversity which will be integrated into the overall teacher training framework of the State.

KARNATAKA

Dream a Dream is working with the Karnataka government to integrate our life skills approach in a district transformation initiative called the Tumakuru Smart City Project. We have started our core Teacher Development Programme in Tumakuru and have worked with the first batch of teachers from government schools within the city limits. We will be supporting the Tumakuru administration in training these teachers to ensure all children will be able to access the transformation envisioned by the Smart City policy. We are looking at training close to 1000 teachers over the 2019-2020 academic year.

Research

Over 18 years, Dream a Dream has deepened its understanding of the challenges faced by young people and delivered high impact programmes at scale. We realise, that direct scaling of our programmes will not bring about a paradigm shift in society. For this, we need to create impact using a multiplying lever that creates mindset shifts. With this in mind, we conceived the Research function at Dream a Dream to build evidence on the impact of developing life skills in young people.

What does Thriving Look Like

Stemming from our learnings of the research challenges of assessing longer-term outcomes of a creative life skills approach, Dream a Dream commissioned Quantum Consumer Solutions Pvt. Ltd to conduct an ethnographic research study to explore what thriving looks like and its nuances among young people from adverse backgrounds who go through a creative life skills intervention. The research report submitted by the research agency which details the research design and the map of thriving and other findings can be downloaded here: <http://dreamadream.org/reports/quantumreport.pdf>

Enabling Thriving in Classrooms: An Assessment Lens

Dream a Dream hosted a research event in collaboration with Pratham on February 12th, 2019 in Delhi to deliberate how each child can thrive in 21st century India. The specific theme for the deliberation, “Enabling Thriving in Classrooms: An Assessment Lens” saw Dr. Rukmini Banerji (the CEO of Pratham Education Foundation), Dr Dave Pearson (a consultant clinical psychologist and a specialist in child and adolescent mental health) and Dr. Fiona Kennedy (a consultant clinical psychologist who has published journal articles and book chapters on consequences of child trauma and personality problems) in conversation with Suchetha Bhat, the CEO of Dream a Dream.

Writing about the Life Skills Sector in India through Secondary Sources

Dream a Dream published a research report through a reading of secondary sources, ‘Mapping Life Skills: Research, Policy and Practice’. In this report through a close reading of secondary sources that engage with life skills work in India, we explore both the strengths and the challenges in the sector today. More specifically, the report brings together work in the areas of research, policy and implementation with a view to offering academics, policymakers and practitioners a ready and comprehensive guide to the work in the sector. The complete research report can be downloaded here: <http://dreamadream.org/life-skills-in-india>

Sectoral Impact Report using LSAS

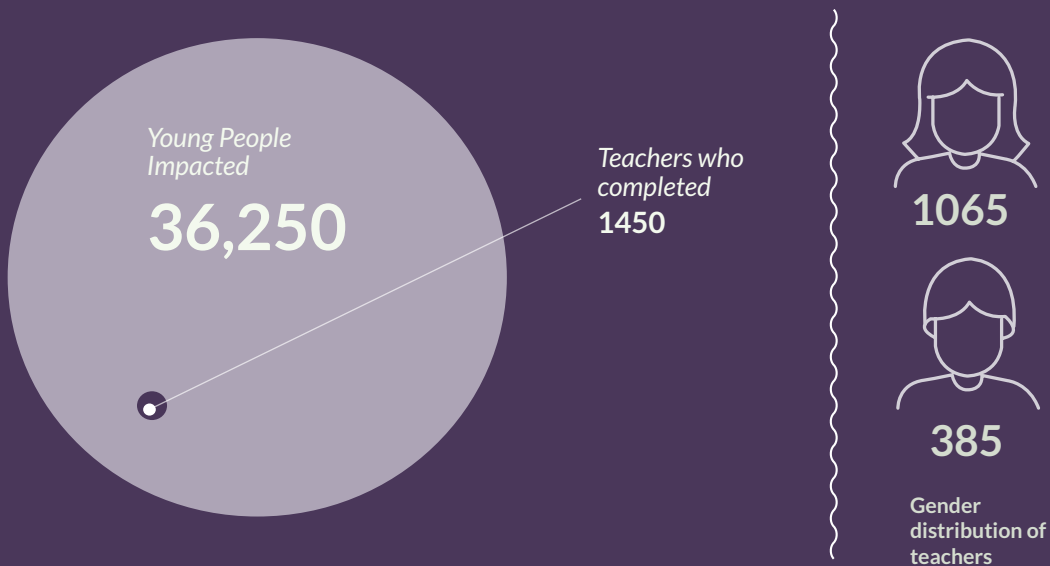
The LSAS was piloted by 4 NGOs, namely, Teach for India, the Akanksha Foundation, Thrive and the Just for Kicks programme of Enabling Leaderships in 2017-2018 to assess the impact of their programmes. 4 reports were shared by Dream a Dream with these NGOs in March 2019; they revealed how programmes with different approaches to whole child development through creative life skills methods could be assessed using the LSAS. The insights from this pilot exercise will be disseminated as a sectoral impact report by end of May 2019.

Teacher Development Programme

The Teacher Development Programme is specifically aimed at enabling educators to empower young people with life skills. When a teacher, a key influencer in the young person's life, plays the role of a caring and compassionate adult, children engage actively in learning, they feel inspired, and they transform. This model uses experiential techniques to nurture empathy, expand creativity, and develop listening and validation skills and develop the ability to share feedback authentically and learn facilitation skills.

IMPACT IN NUMBERS

Teacher Development Programme



Partners 46 > Low-Cost Private schools 32 | B. Ed. Institutions 12 | Govt. Schools 2



“I’m very happy about my school’s partnership with Dream a Dream. Earlier, I used to impart my lessons to my students and leave for the day. After the training sessions, I started to teach my students life skills. I realised that students learn better through activities. Dream a Dream showed me how to teach children to understand their lessons and absorb knowledge better. Over time, I noticed that their grades were steadily improving too. I’m very thankful to Dream a Dream for not only showing me how to be a better teacher but for also teaching me things that I can apply to all parts of my life.”

Sri Priya

Teacher, Pracruthi Vidyaniketan Public School



“I started this school to help poor children come up in life. We believe that a good teacher is most important in making children into future assets to society. We were very fortunate to come across Dream a Dream’s work. We witnessed a huge transformation in our teachers once they were trained by Dream a Dream. They are now more confident in approaching children can identify the uniqueness of each child and approach them based on their individuality. This allows them to break the teacher/pupil barrier and impart much more than an education in academics.”

H G Kalpana

School Administrator, St Mary’s School



“I used to think she was the same as the other teachers, but Sri Priya ma’am tries hard to bring out our hidden talents. She encourages each of us whenever we feel doubts. Through the activities, we are happier because we can play and we also learn much better than before. Our whole class wishes that Sri Priya Ma’am could teach us all the way into college and we’d like to thank Dream a Dream for making science more interesting for us!”

Trisha

Student,
Pracruthi Vidyaniketan Public School



“I remember the first day I saw Sri Priya in the program well because of the way she worked with the children - by paying close attention to their needs. She is an inspiration to her classroom and I noticed how deeply she would be thinking of the young people during our training. Her learnings weren’t limited to the classroom - she would apply them in her personal life too. Sri Priya said she faced personal challenges without knowing how to solve them. She learned how to apply the skills she learned from the Teacher Development Programme to tackle conflicts and solve personal challenges too.”

Prasanna H

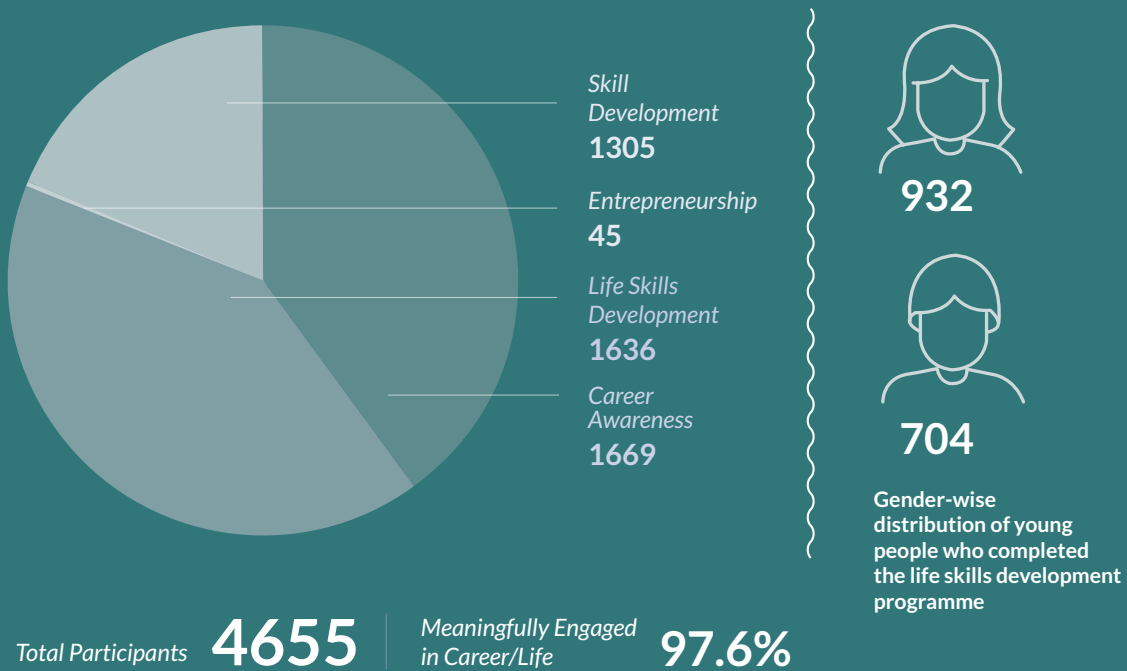
Lead Facilitator, Dream a Dream

Career Connect Programme

The programme equips 14 to 19-year-olds with information, skills and access to opportunities to make a healthy transition to adulthood. We conduct career awareness workshops, run short-term modules in English, communication skills, money management, and career guidance and provide access to internships, scholarships, vocational training and jobs. The programme is delivered in two learning centres, based in Bangalore. The two most important insights that we have learnt over the years; the first is that turning 18 is no guarantee that you are actually prepared for a career; the second is that just because you are younger than 18 and can't get a formal job, doesn't mean you are not expected to be the bread-winner for your family. Career Connect is focussed on developing the life-skills that young people need to navigate this complex phase of adolescence to ensure they can truly be prepared for life.

IMPACT IN NUMBERS

Total Outreach





“I joined the Career Connect Programme after an incident in my life that changed me forever. It was a difficult period where I had a lot of questions and little guidance. I would suddenly get angry and I could not understand why. The facilitators at the Career Connect Programme taught me to ask myself the right questions to find the answers that I was looking for. The most important thing that I took away from the programme is the understanding that we are always learning. I'd like to thank Dream a Dream for reminding me that it's never too late to learn something new.”

Kavya
Intern, Udhyam



“Kavya has been associated with Udhyam for over 2 months now. She was initially providing operations support. Currently, Kavya manages the inventory of materials for the Shiksha programme and also provides field support for the Youth Engagement team. She has started working with a few alumni of our programme to enable them towards pursuing their areas of interest. Kavya is soft-spoken, sincere at her work, takes initiative and it has been a pleasure to have her on our team.”

Krishnan
Lead, Udhyam Shiksha Programme



“My sister used to experience a lot of feelings but she didn't know how to talk about it to anyone. She had no clarity on how to approach finding solutions to her problems. And in the process of pondering over her issues, she would feel lonely. Now, she talks freely to all our family members and understands how to approach different people differently. My father confides in my sister when it comes to making important decisions in the family. My sister is very happy to help us with whatever we need.”

Navya
Kavya's sister



“When I started a batch, Kavya was lonely, full of fear and she wouldn't speak or mingle with the other young people. I thought that if we provided her space, she would be able to grow. Slowly, she started to open up with the rest of her batch. Kavya's strength is her amazing sense of empathy. She is slowly learning how to use her strengths in the situations where she needs it the most. She's developing qualities of taking initiative and she's also becoming a leader and solving problems. Kavya is changing her life on her own with her strength and confidence.”

Ameera
Facilitator, Dream a Dream

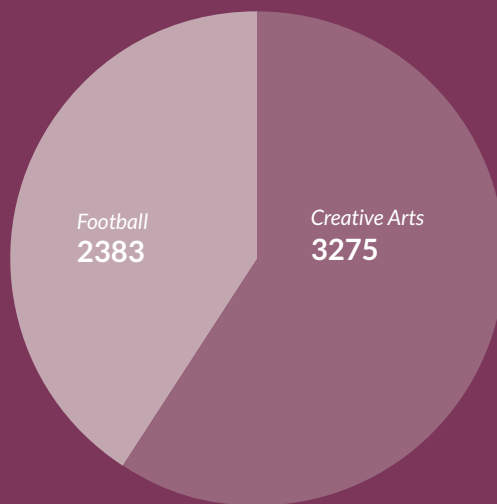
After School Life Skills Programme

In our After School Life Skills Programme, we use creative arts and football as mediums to engage and develop critical life skills among young people between the ages of 8 to 15 years. This programme is an innovation lab where new approaches to life skills development are introduced, demonstrated, documented, evaluated, and fed back into a larger framework for reimagining learning for young people in the country. To measure the improvements in life skills amongst the young people, we use the **Dream Life Skills Assessment Scale (DLSAS*)**.

**The DLSAS is the first impact measurement tool in the world to measure improvement in life skills among disadvantaged children*

IMPACT IN NUMBERS

Programme-wise distribution of participants



2752



2906

Gender distribution of participants who completed

Total Participants **5658** | Average Attendance **89%** | Retention Rate **94.5%**



I used to be very quiet and shy but after starting to play football, I was able to start talking to boys. I understood my capabilities through the programme. I didn't think I could talk to a room full of people, let alone be an anchor in front of a crowd of 800. Dream a Dream gave me the ability to believe in myself, no matter how scary the challenges seemed. Dream a Dream is like a medicine to me. It brought me a power that I had in me all along.

Likhita

Student, Stella Mary School



Before Dream a Dream's interventions, Likhita needed to be pushed constantly. After she enrolled in the programme, we have noticed a visible shift in her behavior. She undertakes all her responsibilities without us having to instruct her to do anything, while also confiding in us about her life. Whether it's waking up in the morning, completing her homework or helping out around the house, she's always active and willing. As her parents, we wish that every child has access to the kind of education provided by Dream a Dream.

Parvathi

Likhita's Mother



I founded this school with a vision to provide less fortunate children with a complete education. I had some doubts when I was initially approached by Dream a Dream. However, without Dream a Dream's help, our school would not be where it is today. Our children, who come from very difficult backgrounds can stand confidently and speak out despite how they were raised. Dream a Dream is doing a lot for the community by being a light in the darkness when children do not know the way out of adversity.

Nirmala

Founder, Principal, Stella Mary School



In the beginning, Likhita would often get angry and cry when teased by boys. I worked on making her comfortable in the team. The boys slowly started to understand her and recognised her talent in football. With time, she gained strong communication skills in both Kannada and English and her grades at school improved as well. She presently teaches young children communication skills in her free time. Recently, she organised her school's Independence Day celebrations on her own by using the internet to find out how!

Sharath

Facilitator



Despite her busy schedule, Lekha is always in high spirits during her classes at college. At the end of each day, like most college students, she manages to take some time out to hang out with her friends and engage in lively conversations.



OUR SUPPORTERS FOR THE PAST 3 YEARS



WE WOULD ALSO LIKE TO THANK:

Abhinav Agarwal
Ajay Raghavan
Anand Deeptha
Anjana Sasidharan
Anuradha Vaidayanathan
Arjun Dugal
Ashwin Kashyap
Connie Chung
Deepak Srinath
Dipika Varkey
Devang & Manjari Kapadia
Devanshu Nagpal
Dipika A Khaitan
Dipika V Maiya
Dr. David Pearson

Dr. Fiona Pearson
Ed Williams
Elizabeth George
Hon. Henry De Sio
Husmukh Patel
J Mark Partners
Jasper Bovenberg
Jusuinder Singh
Kapil Gupta
Karan Sodhi
Krupa Krishnamurthy
Kunku Soota
Lucky Saraswat
Meenakshi Iyer
Meera Rao

Padmaja Nagarur
Phuong Jean Pham
Rajesh Gandhi
Rakesh Sanghvi
Rucha Desai
Ryan Ninan
Sandeep Goenka
Sandeep M Farias
Sandeep Sokhanda
Sanjay Madhav Pai
Sultan Trust
Tejas Parekh
The Humming Tree
Vivek Subramanyam
Watumull Foundation

JURISDICTION AND TASKS OF BOARD AND MANAGEMENT DURING 2018-19

THE BOARD

- Is ultimately responsible for strategy, policy, budget and results
- Approves audited financial statements and ensures the organization's compliance with laws and regulations
- Sees to it that the activities of the organization are aimed at realizing the target and contribute to its mission
- Examines the strategic long-term plan and the individual annual plans and budgets and reviews the progress of the plan throughout the year
- Decides adjustments of plans, budgets and investments
- In 2018-19, the board met four (4) times: 9th April 2018, 16 July 2018, 24 September, 19 November 2018

MANAGEMENT: LEADERSHIP TEAM THAT INCLUDES THE CHIEF EXECUTIVE OFFICER (CEO) AND THE CO-FOUNDER

- Is responsible for developing the long-term strategy, annual plan and policy
- Informs the Board of all relevant facts and developments
- Evaluates the execution of Dream a Dream's annual plans and presents it to the Board
- Engages in new partnerships and core fundraising
- Ensures financial management and operational governance

Composition of the Board for the 1st April 2018 – 31st March 2019

Name	Position on Board	Meetings Attended	Years on Board	Gender	Occupation
Deepak Srinath	Chairman	4/4	6	Male	Business
Vishal Talreja	Co-founder & Trustee	4/4	7	Male	Social Worker
Pervin Varma	Trustee	2/4	4	Female	Consultant
Padmaja Nagarur	Trustee	2/4	1	Female	Business
Ajay Raghavan	Trustee	2/4	1	Male	Lawyer

Notes on Board of Trustees

- None of the Board Members are related to each other
- A Board rotation policy exists and is practiced
- Vishal Talreja receives remuneration from the organization
- No other board members have received any remuneration from the organization

Management: Distribution of staff according to salary levels as of March 31st, 2018

Gross in Salary	Male Staff	Female Staff	Total Staff
< 10,000	0	0	0
10,001 – 25,000	21	22	43
25,001 – 50,000	17	8	25
50,000 – 1,00,000	12	10	22
1,00,000>	2	1	3
Total	52	41	93

Notes on Staff Remuneration:

- Suchetha Bhat, CEO has been paid a remuneration of INR 1,78,000 per month
- Remuneration of 3 highest paid staff members: INR 1,78,000, INR 1,78,000, INR 1,28,000 per month
- Remuneration of 3 lowest paid staff members: INR 14,000 per month

International Travel

	Names	Destination	Purpose	Expense (INR)	Sponsored by
Flight Charges	Shilpa P A, Manjunath A, Mahesh Andani, Vishal Talreja, Ansar A, Ms. Connie K Chung, Mr. Henry, Chinnappa Das, Dr. David Pearson, Dr. Fiona Pearson, Guy Claxton	Doha, Kenya, Egypt, Germany, Finland, United Kingdom, United States	To attend the HunderED summit, the Street Football World event, GESF event, Change the Script, the Ashoka Changemakers Academy, and teacher training with the Aga Khan Foundation	12,95,743	DaD
Visa Charges	Shilpa P A, Revanna, Manjunath A, Suchetha Bhat, Mahesh Andani, Vishal Talreja, Ramesh,	Doha, Kenya, Egypt, Israel, Germany, Russia, Dubai	For the GESF event, HunderED summit, conference in Russia, the Global Education and Skill Forum, and teacher training with the Aga Khan Foundation	1,26,057	DaD
Passport Charges	Chinappa Das	Dubai	Dragon's Den event at GESF	3,000	DaD
Cab/Taxi Chargers	Vishal Talreja, Suchetha Bhat	United States, France, Germany, Russia	For conferences in Washington DC, Russia, Dubai, OECD events, Street Football World events, and the HunderED Summit.	73,810	DaD
Travel Insurance Charges	Shilpa P A, Manjunath A, Mahesh Andani, Vishal Talreja	Doha, Kenya, Egypt, Finland, Switzerland	For participants of CTS 2018, to attend the GCL conference and for a meeting with Berge Bulk	15,643	DaD
Total				15,14,253	

IMPACT IN STORIES





Lekha is a firm pillar of support for her younger sister, who looks up to her as a role model. She helps their mother look after her by packing lunchboxes and helping her get ready every morning. Keeping her little sister engaged in conversation helps ease the process along. Lekha sees her sister as a friend and worries that their friendship will fade as she grows up.





Football gave Lekha the direction she needed to realise her true potential, enriching her with skills that she has learned to apply in other parts of her life. Her interest and dedication the sport came to fruition when Lekha made her first international trip after going through a rigorous shortlisting process that identified emerging talents in Football. She continues to pursue the sport passionately to this day.







Completing her transition into an ambitious young adult, Lekha intends to pursue a career in journalism. She strongly believes in standing up for other people, especially when they are unable to speak out for themselves. In sports, she advocates equal opportunities for boys and girls. Her reason behind pursuing journalism is simple - to question the powers that be and seek answers to the problems that affect society at large.

BALANCE SHEET AS ON 31ST MARCH 2019

Particulars in INR	As On March 31, 2019	As On March 31, 2018
Liabilities 1. General Fund		
As per last Balance Sheet	3,35,51,572	2,43,83,458
Less: Corpus Funds disclosed separately	-	-
	3,35,51,572	2,43,83,458
Add: In-kind Fixed Assets Received		96
Add: Excess of Income as per Income and Expenditure account	1,73,25,883	91,68,018
	5,08,77,455	3,35,51,572
2. Corpus Fund	28,10,030	28,10,030
Add: Net Increment in Corpus during the year	31,85,000	-
	59,95,030	28,10,030
3. Current Liabilities		
Duties & Taxes Payable	7,39,610	3,44,827
Other Current Liabilities	1,38,660	2,48,386
Total	5,77,50,755	3,69,54,815
Assets 1. Fixed Assets		
As per Schedule	61,59,016	42,73,159
2. Investments / Deposits		
Rent Deposit	20,00,000	20,00,000
Fixed Deposit - Banks	4,05,60,842	2,39,15,300
3. Cash and Bank balances		
Cash in Hand	47,287	77,463
Cash at Bank - ICICI Bank Domestic	48,50,759	39,97,385
Cash at Bank - ICICI Bank - FCRA Account	18,71,850	64,514
Cash at Bank - Canara Bank	8,20,950	5,10,109
4. Current Assets		
Staff Advances	4,30,255	3,79,408
Accrued Interest	4,67,858	5,01,456
Tax Deduction at Source	2,64,876	4,59,248
Loans & Advances	2,74,062	7,73,374
Deposits - Telephone	3,000	3,399
Total	5,77,50,755	3,69,54,815

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2019

Particulars in INR	Year Ended March 31, 2019	Year Ended March 31, 2018
Income		
Donations - Domestic General	8,76,887	5,51,380
Donations - Domestic Online	1,23,32,940	1,27,54,239
Donations - FCRA General	38,32,010	43,00,742
Donations - FCRA Online	7,65,68,407	5,19,19,017
Interest Incomes - Income-tax Refunds	18,800	-
Interest Incomes	18,36,252	13,12,098
Service Incomes	15,36,724	-
Miscellaneous Incomes	1,000	6,346
Total	9,70,03,019	7,08,43,821
Expenditure		
Core expenses	7,86,96,209	6,10,34,416
Depreciation	9,80,927	6,41,387
Excess of Expenditure over Income transferred to Balance Sheet	1,73,25,883	91,68,018
Total	9,70,03,019	7,08,43,821

RECEIPTS AND PAYMENT ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2019

Particulars	Year Ended March 31, 2019	Year Ended March 31, 2018
Receipts		
Opening balance	46,49,471	51,46,701
Donations received	9,71,91,046	6,95,00,066
Interest income	12,95,233	6,62,538
Other receipts	4,19,14,388	1,49,97,358
Total	14,50,50,137	9,03,06,663
Payments		
Core expenses	7,69,95,911	6,06,48,082
Other expenses	6,04,63,380	2,50,09,111
Closing balance		
Cash in hand	47,287	77,463
Bank balance	75,43,559	45,72,008
Total Payment & Closing balance	14,50,50,137	9,03,06,663

**THANK YOU FOR YOUR CONTINUED
SUPPORT. WITH YOUR HELP WE CAN
HARNESS THE POTENTIAL OF YOUNG
PEOPLE AND OPEN A WORLD OF
POSSIBILITIES FOR THEM.**



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